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Supplementing language arts for the educable mentally handicapped, the guide provides a representative unit on newspapers with core area activities, vocabulary, and 33 lesson plans. Sub-topics include community orientation, occupations, leisure time and recreation, weather, local history, money management, homemaking and home repair, transportation, social issues, place relationships, famous personalities, safety, and health. For each unit, objectives, activities, and resource materials are specified. Following the unit are a glossary of terms, a bibliography for teacher resources and reference, a bibliography and a supplemental reading list for students, and a list of films and filmstrips. Forms for teacher evaluation of the guide are included. (LE)

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER - an in service training approach

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Weather

"THE NEWSPAPER"

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A MAJOR SUPPLEMENT TO THE LANGUAGE ARTS PROGRAM FOR THE EDUCABLE MENTALLY RETARDED

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This document has been approved by Dr. Delmer Trester, Central ERIC, Office of Education, for input to RIE.

A Cooperative Program Involving the Iowa State Department of Public Instruction and The University of Iowa

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IN-SERVICE TRAINING MATERIALS FOR TEACHERS OF THE EDUCABLE MENTALLY RETARDED

Session III

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PLEASE NOTE

The evaluation sheets found at the conclusion of this material represent the continuing effort of the Special Education Curriculum Development Center to meet the needs of the Special Class teacher. It is requested that teachers using this material record statements and specific evaluation points as indicated and submit this to the Center.

The time and effort given to this report will be greatly appreciated. You may be assured it will receive serious consideration in structuring guidelines for further development of materials to be disseminated.

The Newspaper - A Major Supplement to the Language Arts Program for the Educable Mentally Retarded

The selection and/or modification of Language Arts material for use with the educable mentally retarded represents a major assignment for the special class teacher. At times he finds himself in the position of having to develop lessons which are compatible with the interests and abilities of the retardate. This is particulary true of the teen-agers in special classes. Access to books, magazines, newspapers, and other printed material enhances learning and makes the process more enjoyable. The availability of newspapers and magazines particularly can add much to the education of the retarded if they are encouraged to read them and are cognizant of the source of meaningful information they represent. The focus of this publication is on the use of the newspaper as an integral part of the Language Arts program. The lessons are not intended to be inclusive, rather they are presented as representative lessons which can be elaborated on by the teacher. The lessons are prepared in the format used by the project staff in the writing of units. This does not necessarily mean that teaching the use of the newspaper should be restricted to the unit approach. The unit format has been used mainly as a convenient means of presenting the lessons.

Newspapers play a very important role in every individual's life. People in general tend to depend on the newspaper for their major source of information about their community. They rely

on it for weather forecasts, job opportunities, and a source for locating entertainment. The newspaper in itself represents a source of pleasurable reading. The person who is unable to read the newspaper or is unaware of what it has to offer finds himself at a significant disadvantage in our society today. The educable mentally retarded represents the marginal group who may or may not be equipped to make use of the newspaper effectively. To effectively teach the student to read the newspaper for information and pleasure the curriculum must include experiences with this purpose in mind. The student must be taught where to look for the TV schedule, the movie advertisements, the want ads, sports information, and general news. Certainly they may acquire many of these skills incidentally if left to chance but it is important that they be introduced to the newspaper early. Reading the newspaper is a good example of teaching basic skills through meaningful application which is so important in the education of the mentally retarded.

Suggested Guidelines

1. The cliche that the teacher must know his students has become almost a truism today. If the subject matter and teaching techniques are to be commensurate with the child's abilities and interests the teacher must be well informed. The typical newspaper includes a variety of content, some of which may be of interest to most people, however, many people find only certain segments appealing. If the child's interest is to be capitilized on the teacher must concern himself with knowing his pupils. One of the more difficult problems centers around the finding of material

which reflects that element of maturity so important to the mentally retarded youth. Too often the junior and senior high age retarded student is asked to read what appears to them to be "baby stuff". The teacher must be sensitive to this concern on the students' part. Knowing the students and knowing the local newspaper can help the teacher avoid this problem and at the same time improve the students' reading habits.

2. The reading level of newspaper content generally approximates the 5th or 6th grade reading level. While this range is not sufficient to accommodate all reading levels in a junior high special class, the utilization of pictures, ads, and contextual cues enhances its application. The range of topical coverage is intended to meet the needs of the broad spectrum of the population, thus a daily search of the paper will yield content appropriate to the interests of the total class. In contrast to many reading sources, the newspaper provides for the unique interests of the individual as well as the total group. Through innovation and creative teaching, the teacher can make the newspaper an effective motivational tool.

When working with newspapers, extra care is necessary in the vocabulary presentation and the length of reading assignments. Since the teacher is responsible for the tempo and guiding the lessons, plans must be kept flexible. Caution must be exercised so that the lessons are not retarded in pace when the students ask questions or show unexpected interest in a topic worthy of further development. With this care, plus the regular sessions of general class discussions, the students will hopefully show an improvement in reading. A limited understanding of local and

national affairs plus some knowledge of a few personalities in the news should also be developed.

3. Don't overlook the literary value of the newspaper. It supplies readers with villains and heroes as well as suspense and general entertainment. Adventure is provided through sequential stories, feature articles, and to an extent, the comics. A major advantage is that many of the stories are oriented to the local community. The reader can identify with the implications of the story because he gains reinforcement from being familiar with the actual situation.

Considerations

1. The administration may be indifferent or object to a heavy emphasis on the newspaper. This probably will relate to their concern that the teacher is making less use of a basal series if he resorts to using the newspaper. In reality special class teachers have routinely used teacher made material and the use of the newspaper will not result in a major change in the use of a basal series.

2. The cost is the second problem that might arise. However, some newspaper publishers will lower subscription prices if the papers are purchased in bulk. For instance, the Des Moines Register, which has state wide coverage, and the Burlington Hawk-Eye, from a local situation, will come to the classroom for 3 cents a copy for ten or more copies for five days a week. In a class of fifteen students this would amount to $2.25 per week or $9.00 a month. Many dollars are spent on supplemental materials each year - so why not extend the investment to cover newspaper subscriptions? For the activities involved in this unit, it is suggested that each student should eventually have his own newspaper. However, it may be impractical to begin the unit with a full set of newspapers.

Much will depend upon the interest of the group and their previous orientation. It may cause confusion to pass out too much material at one time. If there is a chance that this might happen, it would be better to begin with one newspaper and to work in small groups or individually to acquaint the children with the features to be found in the paper. Careful presentation of this technique is most important, for it may help to avoid the frustrations that often develop if too much is presented at once and if too many directions are given. Too much frustration in the initial presentation might retard the development toward better reading habits. Consequently, the principal aim of this unit, use of the newspaper, would suffer.

After the specific unit is completed, the number of subscriptions may be cut to the minimum order, thus helping to reduce the cost. The important thing to remember is that after the enthusiasm for reading the newspaper has taken hold, effort should be made to continue the newspaper reading habit by making them available for as many students as possible.

3. A third problem that confronts the teacher in using the newspaper as a supplement to the basal reading series might be adverse criticism from a few colleagues. Such criticisms from fellow workers, from those outside of the special education department particularly, will probably dissipate if the teacher takes time to explain the program.

Blair, in his book Diagnostic and Remedial Teaching says, "It is most desirable that an abundance of material in magazines and newspaper form be provided. Teachers find that pupils will

read nothing else."[1] Therefore, the resourceful teacher may wish to find wholesome magazines on the newsstand which deal with western or detective story themes. It may be argued that such material is unworthy of being read in schools. As long as material is not vicious or immoral, it may serve the useful purpose of getting a retarded child to read. A good rule to follow is: BEGIN WHERE THE PUPIL IS, EVEN IF IT MUST BE WITH THE COMICS.[2] Only by beginning there and working patiently and long, can the pupil be led to more worthy selections.

If this unit is to be of help, it must be used as a guide and not as a blueprint. Although it contains a number of specific suggestions, it is obviously not all inclusive. Therefore, suggested activities are intended only to be illustrative. Each teacher will be able to expand on these suggestions and to improvise others. As Holmes says, "Many ideas grow better when transplanted into another mind than in the one where they sprung up;" so too, this unit presents no final solutions to the problem of teaching reading and the related Language Arts at the junior and senior high levels. It merely describes one approach. It will be up to each individual teacher to take it from here.

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[1] Glenn Myers Blair, Diagnostic and Remedial Teaching, New York: The Macmillan Company, 1956, p. 205.

[2] Reading Instruction in Secondary Schools, National Education Association Research Bulletin, Vol. 20, No. 1, January, 1942, p. 22.

REASON FOR SELECTING UNIT TOPIC

The newspaper represents a major source of reading for the adult retarded. The retarded youth needs to be encouraged to read for information as well as entertainment. The newspaper provides an inexpensive resource for both.

GENERAL OBJECTIVES

1. To improve language arts and communication skills.
2. To stimulate students to seek knowledge applicable to daily living.
3. To encourage the students' use of the newspaper as adults.
4. To intensify an awareness of the community and the world.
5. To help pupils understand the importance of mass communication.

SUB-UNITS

1. Community orientation
2. Occupations
3. Leisure time and recreation
4. Weather
5. Local history
6. Money management
7. Homemaking and home repair
8. Transportation
9. Social issues
10. Place relationships (geography)

11. Famous personalities
12. Safety
13. Health

CORE AREA ACTIVITIES

A. Arithmetic Activities

1. Compute batting averages
2. Compare wins and losses of sports teams
3. Do problem solving in determining cost of an ad.
4. Figure pay from an hourly wage
5. Figure profit from sale of an item
6. Measure newspaper content in column inches
7. Compute tax using tax base
8. Figure food costs by using grocery ads
9. Make change from purchases
10. Estimate costs of items and ads

B. Social Competency Activities

1. Group discussion on social topics
2. Evaluating acceptable and non-acceptable behavior as reported in the newspaper
3. Role playing
4. Scheduling leisure time activities by using the schedule in the newspaper

C. Communication Skills Activities

1. Express self clearly and concisely
2. Increase speaking and writing vocabulary
3. Summarize material read

4. Express thought in complete sentences
5. Use correct punctuation
6. Be an effective listener
7. Increase rate of reading
8. Develop oral expression
9. Use a telephone
10. Write letters
11. Use listening skills to evaluate and interpret oral communication
12. Write experience charts
13. Read signs, labels, and ads
14. Write stories, make booklets, and label pictures
15. Use index skills
16. Classify material
17. Become selective and make judgments
18. Do proof reading
19. Interpret headlines and other printed material
20. Draw conclusions
21. Make comparisons
22. Predict outcomes and consequences
23. Follow directions
24. Use skill of skimming
25. Use the dictionary and encyclopedia
26. Use related materials and previous concepts developed
27. Develop sequence skills
28. Organize ideas
29. Select pertinent facts in an article
30. Read for pleasure and enjoyment

D. Safety Activities
   1. Find safety articles in the newspapers
   2. Interpret accident reports
   3. Make charts and graphs from statistics found

E. Health Activities
   1. Check weather reports and select appropriate dress

2. Plan a menu using the grocery ads

3. Learn nutritional value of foods that are advertised

F. Vocational Competency Activities

1. Help develop responsibility by picking up newspapers at the sub-station and delivering them to the classroom

2. Follow directions

3. Accept criticisms and suggestions

4. Evaluate own background and list characteristics for employment

5. Apply for a job

6. Interview a resource person

VOCABULARY

advantage	arrangement	basketball	caption
advertisement	articles	bride	cartoon
appliance	artist	buying	casual
application	baseball	calendar	classified ads

classify
column inch
comic strip
compare
conclusions
correspondence
corresponding
cost
date line
derby
dictionary
direction
drawing
editor
editorials
exact
employee
employer
fact
farm news
fashion
feature
football
goal
graph
guarantee
headline
help wanted
hit
hurdle
illustration
index
inning
journal
key
language
leisure time
local news
location
magazine
major
minor
mistake
model
national news
news agency
newspaper
obituaries
olympics
opinion
personal
photograph
photographer
poem
politics
products
profit
purchase
qualifications
rate
recipe
relay
reliable
religion
responsible
results
run
sales tax
schedule
science
score
serial story
services
shopping
signs
sketch

society
sports
styles
subjects
subscription
sub-station
syndicate
tally
tennis
touchdown
track
traffic
transportation
unusual
vital statistics
vocation
want-ads
weather
wire service
world series
write-up

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON I To point out examples of functional reading done by junior high students.	Use the bulletin board (previously prepared)to introduce the unit. Ask, "What have you read today?" Invariably some students will say, "Nothing." Find out if any of them have looked at their watches or a clock. "How did you know what time it was? You 'read' the time. Did you see any signs on your way to school? e.g. traffic signs, street signs, billboards, etc. Have you noticed the date? Did you look at the calendar? Did you see the year, the month, the day? Then you <u>read</u> it. You received a schedule card this morning in Home Room. Did you look at it? What did you see? Your name - then you <u>read</u> it to know it was yours and not someone else's." Draw the conclusion that we do lots of reading every day and don't always use a "book". "That's exactly what we are going to do for reading this year. Sure we are going to have reading - but not from a book as most of you have been used to. So, can you think of	Bulletin Board Examples of functional reading: clock TV schedule School schedule card Traffic signs Calendar A recipe Comic Strip Cartoon Poem: There was a young lad so some say, Who never felt merry or gay. Then he took a good look And picked out a book And he laughed for the rest of the day. -Anon.- Full page picture from <u>Life</u> or <u>Look</u> magazine.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson 1 (cont.)	something you could read that we could have every day, that would be different every day, have lots of kinds of stories, and be of something of interest to all of us?" Elicit from the group that it is the newspaper that will be used. Make arrangements with a student to bring the newspapers to school each day from the newspaper sub-station.	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON II To ascertain the knowledge students' possess concerning newspapers.	Get reactions from the group: 1. "Do you read any newspaper now?" 2. "Which part do you read?" 3. "Do you ever look at magazines?" 4. "Which do you like best - magazines, newspapers or books?" 5. "Why do people buy a newspaper?" (Not expensive, current news, information that can't be found in books) 6. "How can a newspaper help you?" 7. "What kinds of things must you know to be well informed?" 8. "Is there more than one type of newspaper?" Show film, Mightier Than the Sword.	Establish a display in the classroom for students to use: include newspapers (children's, daily newspaper from local community and Des Moines Register); books with low reading level but high interest level; comics; etc. Film: Mightier Than the Sword Bureau of Audio-Visual Instruction, Extension Division, State University of Iowa, Iowa City, Iowa, 52240.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON III To become familiar with contents of the newspaper.	"In a newspaper is there one part you like best? What do you read first? What do you do with a newspaper the first thing?" Distribute class copies of newspapers. Spend several minutes looking through the newspaper - browsing - to get an over-view of what it contains. Take time to discuss any story, ad, comic, cartoon or headline that any child shows an interest in. Make a list of different words students use: headline, sports page, comics, local news, weather, index, TV guide Such words describe the various parts of the newspaper. Revise this list and keep it up-to-date throughout the unit. Discuss what you do with newspapers besides read them: wrap garbage, burn them, sell them, use	Class copies of the daily newspaper. Film: Trees to Tribunes I-533 (I-C) University of Iowa

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson III (cont.)	as floor protective covering immediately after scrubbing, or at the entrance on a rainy, snowy day, set wet shoes or boots on them, papier-mache in arts and crafts, insulation, start a camp fire or fire in the fireplace, cover the desk if pasting or painting etc.	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON IV To become familiar with contents of the newspaper. (cont.)	Provide a review of the vocabulary list of the different parts of newspaper by dividing bulletin board into sections. Make caption for each section. Students may make captions by: stencil, cutting out headings from newsprint, cutting letters using colored comic pages. Decide on the size of the letters that should be used so they can be seen from all parts of the room. Draw around letters (already have a pattern) or cut own letters from previous letter cutting experience. Mount on space alloted on bulletin board. While committee is working on captions others will find examples from their newspaper to fit into each category. Cut out news item and be ready to justify placement in a certain category in the group discussion that follows. Let the group decide whether each example is descriptive enough to take a permanent place on the bulletin board.	Letter patterns for bulletin board captions. Scissors for cutting. Class copies of the newspaper. Film: Current events: Understanding and Evaluating Them U-6113 University of Iowa

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson IV (cont.)	(Save items found but not used, for activity that follows) See film, Current Events: Understanding and Evaluating Them.	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON V To become familiar with contents of the newspaper. (cont.)	Begin individual activities. Each student will develop own notebook or scrapbook. First item to be included is the vocabulary list previously developed. Copy and place in notebook. Leave space to add to this list. From this list the notebook will be divided into sections. The students are to find an example for each section and paste in the notebook. The result is to make individual books to show knowledge gained and to establish a system for keeping items of interest from the newspaper. As each clipped article is entered into the book it should be dated and the source from which it was obtained should be cited. (Name of newspaper, magazine, comic book, etc.) While students are working independently on above activity individual help may be given to those needing more direct help. Several may come together	Class copies of newspaper. Supply of newsprint to use for notebooks. (Cut to 8½ x 11 inches for notebook size.) Paste and scissors Individual notebooks supplied by students (folders can be made from oak tag if preferred)

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson V (cont.)	for group work with the teacher. With this group decide on the specific item being sought, for example, a national news article. Review with students the differences between local, state and national items. "Who cares about the story?" This question can help determine whether the news story is of national, state, or local interest. Find an example of each and point out why each is classified as it is - and that the dateline gives a good clue. Explain that the dateline is the place where the story originates - the name of our town would be local, anything about Iowa would be state news, Washington D.C., New York, etc. would pertain to national news.	

Local

Elderly Man Hurt Falling On Walk

William Richard Barry, 96, of 1311 Aetna, was treated at Mercy hospital Thursday afternoon for cuts on his forehead and chin suffered when he fell on the sidewalk in the 400 block of Jefferson. He was dismissed after treatment.

State

Delay State Wage Hikes

DES MOINES (AP) — State employes granted pay increases by the 1967 legislature will have to wait a month before getting their raises.

A spokesman for the state comptroller's office said Thursday the pay hikes will not show up until the Aug. 7 payroll checks are issued.

The raises for some 15,000 employes, averaging about 5 per cent for most workers, were scheduled to start July 22.

Governor Is Fishing

However, the legislature did not adjourn until last Sunday, the first day of the fiscal year, and most appropriation bills are awaiting the signature of Gov. Harold Hughes, who is on a 10-day fishing trip.

July pay day also will be late for about 24,000 persons receiving old age assistance. Their checks ordinarily would have been mailed last Saturday but will not be sent until Monday.

Welfare officials said they do not know when some 11,500 aid to dependent children checks will be mailed.

National

Settlement In Rail Dispute

WASHINGTON (AP) — A Presidential board announced Saturday a "final and binding settlement of all issues" in the dispute between 71 railroads and the railway conductors and brakemen.

The terms for the 10,000 union members were not announced but it was understood the agreement to be worked out in detail provides for a six percent wage increase retroactive to last Sept. 1. The contract is to run to June 30 of next year.

The Rt. Rev. Msgr. George C. Higgins, chairman of the three-member panel named on May 30 by President Johnson, said both sides "have executed a memorandum of understanding which provides the basis for a detailed agreement to be executed at a later date.

No Details Yet

"The details of the settlement will be released at that time," he added.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON VI To learn to classify news stories according to local news, state news, national news.	Read these headlines to the class. Give students an opportunity to decide if the stories are of local, state or national interest. Review "who cares about the story" concept previously developed. 1. Damage is Heavy in Waterloo Disturbance (state) 2. Modern New Testament is Big Paperback Seller (national) 3. People Are Changing Minds About LBJ (national) 4. Cubs are Dying Slowly (national) 5. Polio Vaccine Available at City Health Center (local) 6. Mayor to attend Water Show at River Front (local) 7. Hail, Wind in West Iowa (state) 8. Area Man Killed in Car-Train Crash (local) 9. Governor Signs New Tax Bill (state) 10. Rail Strike Begins Today (national) As a follow-up activity let students select their own headlines and then classify according to "Who cares about the story?" (national, state or local story) Prepare a bulletin board display - make captions:	Daily Newspaper Bulletin Board Film: Effective Listening U-5618 University of Iowa

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson VI (cont.)	National News Story, State News Story, Local News Story. Find news stories to place in each category. Students should be ready to justify selection and placement of each story.	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL
LESSON VII To conduct a survey to find out how much time we spend at home looking at and reading the different parts of the newspaper.	"Now that we've looked at the newspaper and have seen the different parts of it let's take a <u>survey</u>." Take time to develop this term in a broad concept, and then in terms of the specific intent for this lesson. "This survey is going to find out just how much time we spend looking at the newspaper at home. There is a reason for doing this. When we finish studying the newspaper at the end of the year we will take another "survey", to see if the amount of time you spend reading the newspaper has changed." Distribute survey forms to the class. Students are to check each category as honestly as they can as to the accurateness of the time they spend. Because of the reading difficulties of some students it may be necessary for this activity to be teacher directed. Select a committee to tally the results of the survey and prepare a report to present to the class.	Survey sheets dittoed and prepared for distribution to class. (See sample, next page) Film: <u>Newspaper Story</u> U-3027 State University of Iowa Iowa City, Iowa

SURVEY ABOUT NEWSPAPERS

PURPOSE: To find out how much time is spent outside of the classroom reading a newspaper.

DIRECTIONS: Make an X in the column that best tells about your reading habits and indicate the approximate time spent reading by writing down the number of minutes.

	READING HABITS				TIME
	USUALLY READ	OCCASION-ALLY READ	SELDOM READ	NEVER READ	APPROXIMATE TIME SPENT
ADVERTISEMENTS					
CARTOONS					
COMICS					
CLASSIFIED ADS					
EDITORIALS					
ENTERTAINMENT (other than movies, radio and TV)					
FARM NEWS					
FEATURE COLUMNS					
HEADLINES					
INDEX					
LOCAL NEWS STORIES					
MOVIE SECTIONS					
NATIONAL NEWS STORIES					
PICTURES					
PUZZLES AND GAMES					
RADIO					
STATE NEWS STORIES					
SPORTS					
TV GUIDE					
VITAL STATISTICS					
WEATHER REPORTS					
WOMEN'S PAGE					

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON VIII To learn to use a newspaper index.	Find the index in the daily paper. Discuss use of it. Be alert that the index may be concealed by another name: "On the Inside" (Burlington Hawk-Eye) or "Where to Find It" (Des Moines Register). Find the index in the local paper. "Where is it located? What does it tell us? Why is it important to use it?" Distribute worksheets (see next page)	Daily newspaper Worksheet prepared and dittoed about using the index.

On The Inside

Late Local	3
Comics	15
Crossword	16
Deaths	12
Editorial	4
Movies, Radio, TV	5
Sports	10-11
Women's News	8-9
Servicemen	7

Where to Find It:

Comics	**4-S**	**TV, Radio**	**11**
Editorials	**6**	**Weather**	**3-S**
Markets	**12**	**Women**	**9**

Lesson VIII (supplement)

DAILY NEWS INDEX

Features	Page	Features	Page	Features	Page
Bride	15	Fashions	16	Obituaries	24
Classified Ads	25	Food	17	Patterns	16
Comics	27	Horoscope	26	Serial Story	13
Crossword	28	Love Matters	14	Sports	22
Editorial	4	Movies	5	TV, Radio	5
				Weather Report	1

Directions: Use the index of the Daily News to see what page you would turn to in the newspaper to find the following:

1. the baseball scores _____
2. a story to read _____
3. help wanted ads _____
4. the buy of the week at the grocery story _____
5. a recipe _____
6. how the editor felt about a news event _____
7. what the temperature will be tomorrow _____
8. the channel for a TV program _____
9. news about Dagwood _____
10. notice about a death _____
11. the time a movie starts _____
12. a word game _____
13. advice about going steady _____
14. predictions based on the planets _____
15. what the well-dressed person is wearing _____

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON IX To learn to get main idea from a headline.	Save every main headline from paper for one week. Cut these out and date. Look at them closely to determine what are the main subjects each are about. Classify according to subjects. Which are repeated? Repeat activity two weeks later. Classify according to subjects again. Compare to original collection. Now which subjects are repeated? Draw inferences - What does this mean? Why has this happened?	Daily newspapers

Rusk Claims US Will Stand Firm

Hughes Praises New Tax Package

Movement Grows For Tax Increase

New Racial Violence

Order Federal Troops

To Detroit

Troops Force Detroit Calm

33 Dead From Detroit Riots

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON X To become familiar with the editorial page.	"Use the index of your paper and find the editorial page. What do you see on this page?" (letters to the editor, editorials, cartoons, columns written by experts in their field regarding national and world affairs.) "What is an editorial?" (an opinion) "What is the difference between fact and opinion?" Read poem "The Blind Men and the Elephant" by John Godfrey Saxe. Discuss this poem. "Does it show opinion or fact?" List the six opinions that the blind men had. "What is a 'letter to the editor?'" "Could we write to the editor?" "What might we write about?"	Daily Newspapers Poem - "The Blind Men and the Elephant" by John Godfrey Saxe (see next page) Film: Small Town Editor U-3952 University of Iowa

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson X (cont.)	Follow-up activity: Compose a letter to send to the editor concerning a local situation which may affect the students, e.g., lack of supervised recreational facilities, needed traffic signals at busy intersections, etc.	

Lesson X (Supplement)

The Blind Men and the Elephant
John Godfrey Saxe

It was six men of Indostan
  To learning much inclined,
Who went to see the elephant
  (Though all of them were blind).
That each by observation
  Might satisfy his mind.

The first approached the elephant
  And happening to fall
Against his broad and sturdy side,
  At once began to bawl,
"God bless me! but the elephant
  Is very like a wall!"

The second, feeling of the tusks,
  Cried, "Ho! What have we here
So very round and smooth and sharp?
  To me 'tis might clear
This wonder of an elephant
  Is very like a spear!"

The third approached the animal,
  And happening to take
The squirming trunk within his hands,
  Thus boldly up and spake:
"I see," quoth he, "the elephant
  Is very like a snake!"

The fourth reached out his eager hand
  And felt about the knee.
"What most this wondrous beast is like
  Is mighty plain;" quoth he;
"'Tis clear enough the elephant
  Is very like a tree!"

The fifth who chanced to touch the ear,
  Said "E'en the blindest man
Can tell what this resembles most;
  Deny the fact who can,
This marvel of an elephant
  Is very like a fan!"

The sixth no sooner had begun
  About the beast to grope,
Than, seizing on the swinging tail
  That fell within his scope,
"I see," quoth he, "the elephant
  Is very like a rope!"

And so these men of Indostan
  Disputed loud and long,
Each in his own opinion
  Exceeding stiff and strong,
Though he was partly in the right
  And all were in the wrong!

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XI To learn to interpret pictures without reading printed material under the pictures.	Devote one class period to collecting pictures from the newspaper or magazines. Select one word that would tell <u>where</u> each picture happened. Decide on another word that tells <u>who</u> is the important person or thing pictured. Choose one word that could tell <u>when</u> this happened. Make one sentence in the student's own words that could tell <u>why</u> this picture is news. Paste the pictures on 8½" x 11" construction paper. Under each picture type or print the sentence that the student has developed. Check for errors. Be sure each picture is dated. Staple all pages together for a "book" that can be used for future reference. A contest among the class members could be held to choose the best illustration for the cover	Daily newspapers or magazines. Construction paper cut 8½" x 11". Paste, scissors, stapler. Film: <u>Making Books</u> U-2477 University of Iowa

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson XI (cont.)	of the book. Note to the teachers: Pictures collected may be dry mounted for permanent file.	

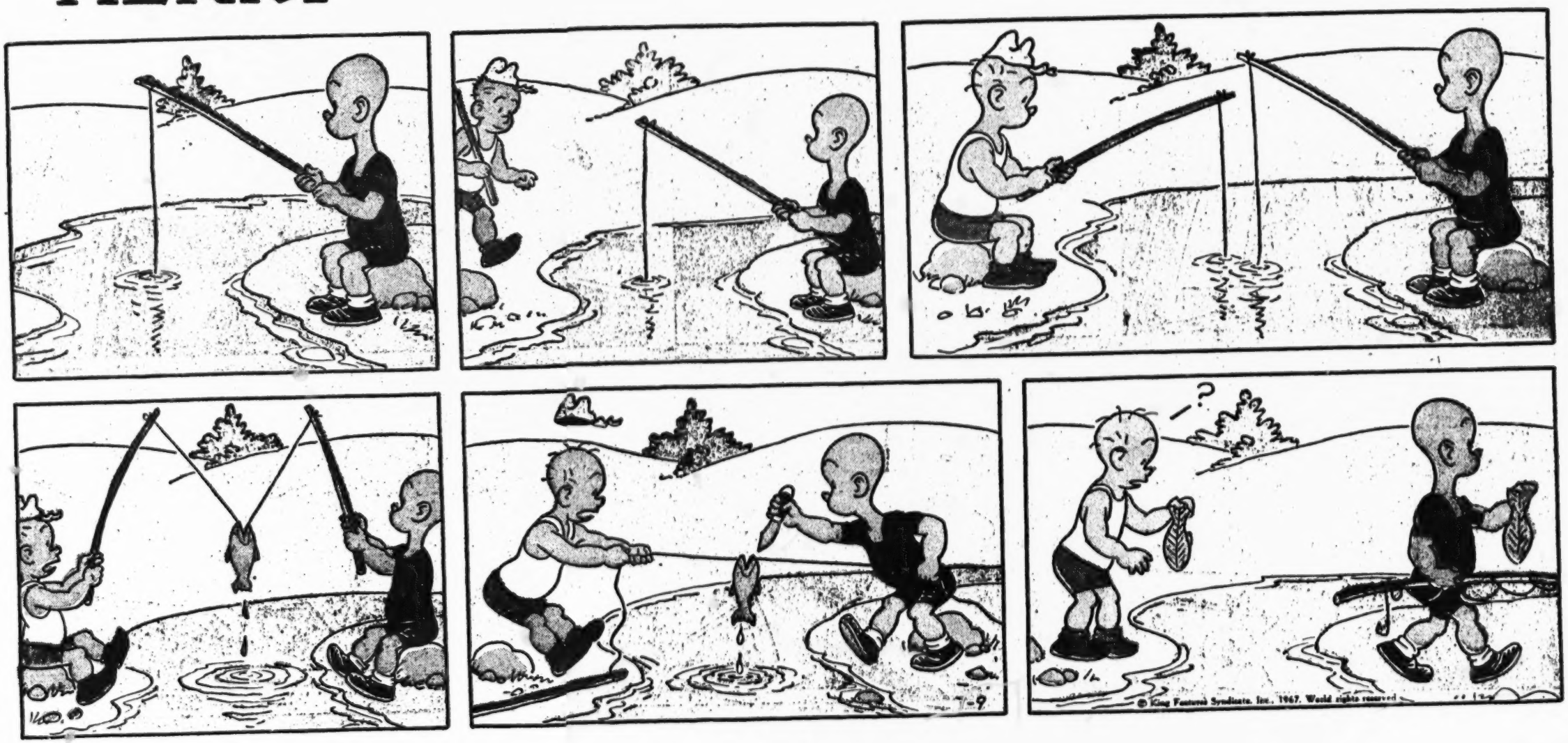
OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XII To learn to recognize the main idea from a news picture.	Select a news picture from those collected by the class. Ask the students the following questions to encourage discussion: a. "What is the main idea in the picture?" b. "Who are the people?" c. "What has just happened?" d. "What is happening now?" e. "What might happen next?" f. "Why is this picture news?" g. "Does this picture tell a story?" Write sentences on chalkboard about the picture as students dictate. Select a good title for the picture and the story. Students may work independently or in small groups creating stories about pictures. As stories develop and are completed staple them together into a "book" for the reading table.	Daily newspapers. Film: Punctuation for Beginners (Primary) U-5651 Film: Why Punctuate? (Intermediate - High School) U-2845 Film: Punctuation-Mark Your Meaning (Int.-High School) U-2530 Available from: State University of Iowa, Iowa City

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XIII 1. To provide practice in sequential development. 2. To develop ability to match printed material to pictures.	Show students the first two pictures in the series, using opaque projector. Let the group decide what might develop next. Show first four pictures and decide what will happen. Show the first five pictures and let group describe what the last picture might show. Write a sentence to go with each picture. Also write thought captions to show what each person might be thinking or saying. Cut strip apart. Paste pictures on separate cards. Have students assemble them in proper order. Mount sentences and thought captions on oaktag. Match them to the corresponding pictures. Direct students to write a story about "Henry" in their own words. Sample: A Half Fish Story One hot summer day Henry wanted to go fish-	"Henry" cartoon strip Opaque projector Oaktag

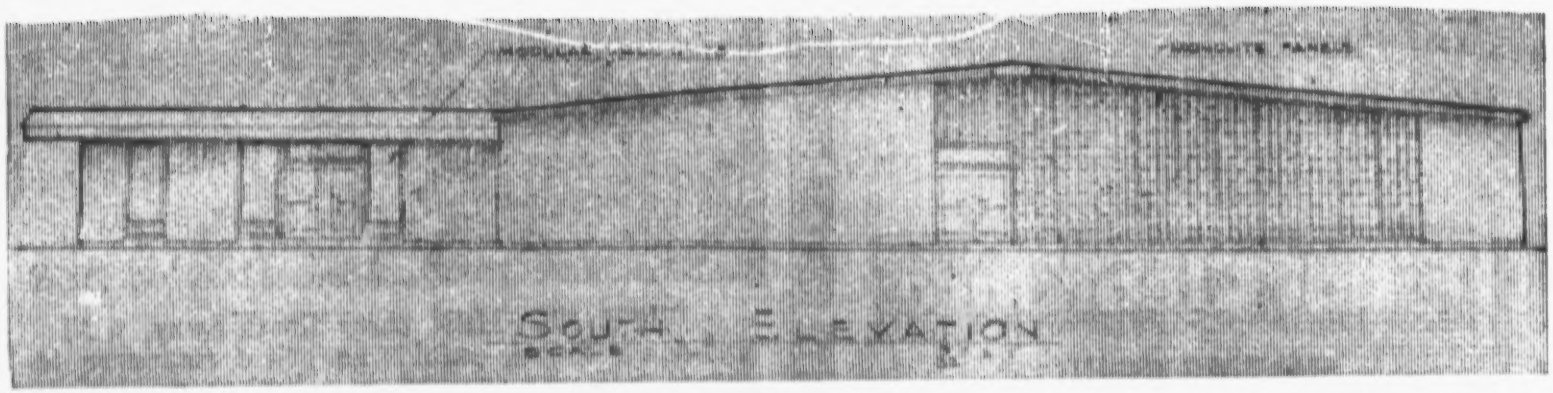
OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson XIII (cont.)	ing. He got a stick and tied a string to the end of it and put a hook on it. He sat and sat. Along came Tom. He found a good rock to sit on and fished across from Henry. He was pretty close. Henry said he was too close, but Tom wanted to sit on that rock. Tom and Henry both caught the same fish. Neither wanted to give it to the other boy. Henry got his knife and split the fish in two. Did you ever go fishing and catch a half a fish?	

HENRY

by CARL ANDERSON



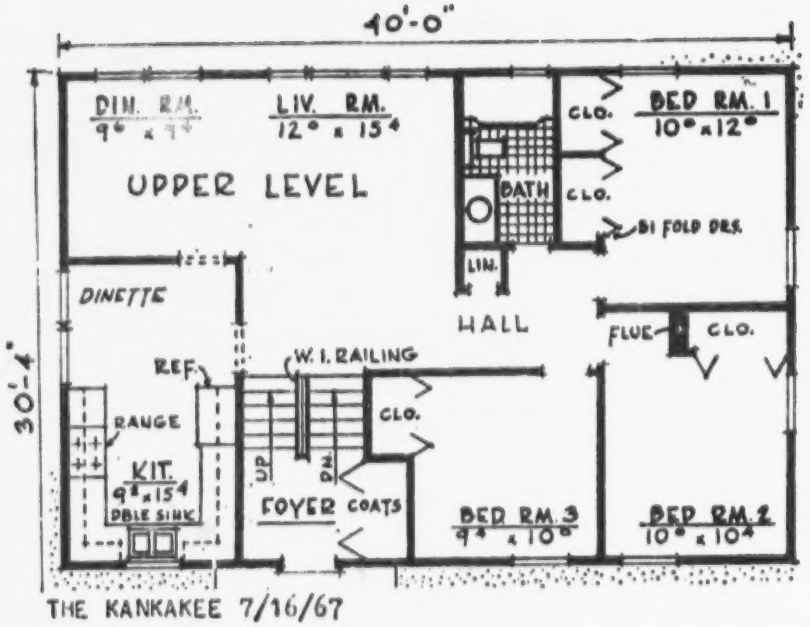
OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XIV To compare a photograph and a drawing or sketch.	Find examples of photographs and drawings or sketches in the newspaper. Study and discuss the differences. Point out that a photograph indicates that a photographer recorded the incident on the spot. An artist's drawing is more general and is often used to explain something. Compare an artist's conception of the new high school building (or any sketch available) with the real building. What is the difference? When would it be best to have a photograph? Why is it necessary to have a drawing? Divide class into committees. Assign one group to take a photograph with a camera; another group to prepare a drawing or sketch. Discuss what to photograph, sketch, etc.	Drawing paper for class to use to make own illustrations. Newspapers and magazines to use to locate drawings and photographs. Camera and film Film: Photography U-2244 University of Iowa



Come November: This is the architect's conception of what a traveler will see looking north from US 34 at the new vocational-technical building for Southeast Iowa College. The 35,000-square-foot building will house office personnel in the left wing, 40 by 70 feet. The main section, 100 by 312 feet, will house nursing, drafting, physics, electronics, electricity, mechanics, auto body, general classrooms, library, welding shop and auto mechanics classes.

Lesson XIV (Supplement B)

Police Sketch of Suspect



THE KANKAKEE 7/16/67

Canada Thistle (*Cirsium arvense*).

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XV To become aware of the types of advertising found in the newspaper.	Ask the following questions to stimulate discussion: "Do you ever read the ads in the paper? Is there more than one kind of ad? Why are there ads in the paper? What is the advantage of advertising?" Read the poem "Codfish and the Hen". "What would this have to do with the newspaper?" The codfish lays ten thousand eggs, The homely hen lays one. The codfish never cackles To tell you what she's done. And so we scorn the codfish, While the humble hen we prize, Which only goes to show you That it pays to advertise. -Anon.- Discuss the different types of advertising that are found in the classified section and the ads that advertise products or services. Discuss that the classified section tells about the following:	Daily Newspapers. Poem "Codfish and Hen" - Anon. Film: Poems Are Fun U-3742 University of Iowa

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson XV (cont.)	1. For Sale 2. For Rent 3. Work Wanted 4. Help Wanted 5. Lost and Found Businesses advertise in newspapers so that people will buy their products or services. Products are things that are made in factories; services are things that businesses or people do for people. Find examples of different kinds of advertising in the newspaper.	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XVI To determine how much of the newspaper is devoted to news and how much to ads.	Divide a newspaper - one edition - among the class. Have students measure the column inches on each page to find out how many inches are devoted to news and how many inches are devoted to advertisements. Total results from the class for entire newspaper. Show results on a circle graph and a bar graph in order to visualize the comparison. More able students might convert findings to percentages.	Daily newspapers. Rulers Compass

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XVII To learn about locating and answering an ad.	Assign to students the task of locating ads in the classified section. Cut out examples for the following ads: 1. A job you are interested in. 2. Something you would like to buy. 3. An ad advertising a motor bike for sale. 4. Best buy on an appliance for your home (washing machine, refrigerator, air conditioner, television, etc.) 5. A used lawnmower so you can mow yards and earn money. 6. An ad of your own choice. Dramatize how you would go about answering this ad: (Examples) 1. Go to the place where the item is offered for sale and see it. Make your own judgment about decision to buy. 2. Call on the telephone to the owner.	Daily Newspapers Film: Getting a Job U-3809 University of Iowa

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson XVII (cont.)	3. Write a letter. 4. Call the newspaper office to inquire about the ad. 5. Have mother and dad inquire about the ad.	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XVIII To establish a criteria for evaluating product to be purchased through a classified ad.	"What are some things you need to know about an item before you buy it?" Examples the discussion should bring out: 1. How much does it cost? 2. What size is it? 3. Does it work - or is it in need of repair? 4. What color is it? 5. How much has it been used - and by whom? 6. The reasons the people are selling it. 7. Availability of parts - which parts have been replaced? 8. Is item a name brand? 9. Whether or not it still has a guarantee. 10. How much service has been needed on the item? Write experience chart listing the important points brought out.	Daily newspapers.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XIX 1. To locate specific advertisement. 2. To develop understanding of tax and how it applies to daily living problems.	Class assignment: "The family is shopping for a good used car. Use the classified ads to find out the following things:" What is the best price for the model you want? What would a new car of this make cost? How much do you save by buying the used model instead of a new one? Do you have to pay sales tax on the used car? Do you have to pay sales tax on the new one? What would the sales tax be on a new $2600 car? Other activities: Girls could find cost of new vs. used appliance, such as, stove, refrigerator, etc.	Daily newspapers.

CHEVYS

1965 CHEVROLET $1895
Impala V-8 Hardtop, 327 engine, radio, heater, automatic and full power.

1964 CHEVROLET $1645
Chevrolet Carryall. One owner and low mileage, real clean.

1963 CHEVROLET $1395
Chevrolet Impala V-8 Sedan. Radio, heater, automatic. Spotless.

Opening evenings till 9.

LANGHURST
MOTORS INC.

1962 CHEVROLET
STEP-VAN
Would make an ideal camper.
$395
Smith Motor Sales
[illegible] S. Roosevelt [illegible]

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson XX	1. Your uncle gave you his old suit. It is too big. Which ad would you use to get it fixed so that you could wear it? 2. After you cleaned the basement you had several things you didn't need any more. Is there an ad that you might use? 3. There is a lady who lives next door that wants to have someone trim her yard. Which ad should you tell her about? 4. Mother said you could get a job if you could be home on Sunday. 5. Your aunt wants to get part-time work this summer. Give group a chance to ask teacher questions about an ad.	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XX To interpret classified ads.	"Let's look at two kinds of ads in the paper." Show examples of classified ads and display under the headings:	Daily newspapers. Opaque Projector

Work Wanted

1 **LAWN SERVICE**
Lawn mowed, edged and trimmed as desired. Phone 754-5731 extension 2170 or 2288.

2 DRESSMAKING and wedding dresses, all kinds of alterations. Phone 752-[illegible]61.

3 SEWING, dressmaking. Alterations on men's and ladies' clothing. Phone 754-4503.

4 TRASH HAULING, basement cleaning. Buy junk, antiques, tools. Phone 754-4929.

5 WILL DO babysitting in my home, prefer 2-3 year olds. Phone 754-5997.

6 BASEMENT CLEANING and trash hauling. 752-3798 after four.

7 WILL DO IRONINGS in my home. Call after 5, 752-7589.

Male-Female Help

1 WOMAN to clean rooms. Full or part-time work. Hawkeye Hotel.

2 USHERS and candy attendants. Must be 16. Apply in person, Palace Theatre.

3 **WAITRESS**
6 a.m. to 2 p.m. shift. No Sunday or holiday work. Hawkeye Hotel.

4 YOUNG MAN needed for janitor work days. Will continue part time in fall. Apply Klein Memorial Hospital before 3:30 to Mrs. Tolan.

5 HOUSEKEEPER for Christian gentleman, small air conditioned modern home, no smokers or drinkers, references exchanged. 752-3921.

6 COOK AND COOK'S HELPER
Special training course offered for cook. Hours are 10 a.m. thru 6 p.m. but may fluctuate. Please apply in person to Park Manor Nursing Home, 715 Shoquoquon Drive, Burlington.

"What is the difference between these two types of ads? Which one would you use to look for a job? Which one might do some work for you? How many are for men? How many are for women?"

"Using the ads above answer the questions by putting the number of the ad in the space."

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XXI To interpret classified ads. (cont.)	"Find and cut out 3 'work wanted' ads. Paste them here and number them." 1. 2. 3. Talk about the ads with the class. "Which ads could you or your family use? How do you contact the people who will do the work? What assurance do you have that these people are reliable?"	Daily newspapers.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XXII To learn to find a job by using the classified ads.	"Find and cut out 3 'Male-Female Help' ads. Paste them here. Number them." 1. 2. 3. Talk about the ads with the class. "Which ones should you answer? "Where is this job? "What kind of work is it?" "How would you apply for the job?"(letter, telephone call, or in person) "What are the hours you would work?" "What are the wages?" "How would you go to make personal applications?"	Francis, Roger and Iftikhar, Sam, How to Find a Job. New Readers Press, Syracuse,N.Y., 1959. Turner, Richard H., The Jobs You Get. Follett Publishing Co., Chicago, 1962. Vocational Reading Series, Follett Publ. Co., Chicago. The Delso Sisters, Beauticians John Leverson, Auto Mechanic The Millers and Willie B., Butcher, Baker, Chef

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson XXII (cont.)	Do role playing for the job application. Some take part of employer - What does he need to know? Some take part of employee - What questions should he ask?	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XXIII To develop an understanding of the cost of placing a classified ad.	Discuss that if you want to put an ad in the newspaper, it costs you money. The cost of the ad depends on two things, the size of the ad and the number of days you want the ad to appear in the newspaper. Find the Want Ad Rates schedule in the newspaper.	Daily newspapers. Mathematic Aids number line number chart manipulative devices

A

WANT AD

RATES

And INFORMATION

28c Per line per day
30 Consecutive days
30c Per line per day
8 to 29 Consecutive days
35c Per line per day
3 to 6 Consecutive days

Pay For 6 Days, Get The
7th DAY FREE!

45c Per line per day
1 or 2 days

Size of Ad	1 Day	3 Days	6 Days
2 Lines	$ .90	$2.10	$ 4.20
3 Lines	1.35	3.15	6.30
4 Lines	1.80	4.20	8.40
5 Lines	2.25	5.25	10.50

B

WANT AD RATES

1 time per word 6c
3 times per word 15c
6 times per word 21c
12 times per word 45c
26 times per word 90c

Applies to minimum of 10 words running consecutive days. All words or group numbers are counted as one word.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson XXIII (cont.)	What would this ad cost for one day using rates from A? What would this ad cost for one day using rates from B? A B Three days? _____ _____ A Week? _____ _____ HAULING garage and bsmt. clutter, trash. Barrel emptying. 266-4991.	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XIV To learn to write a "Work Wanted" ad	Discuss placing a "Work Wanted" ad in the newspaper. Consider the following questions: 1. What kind of work do you want to do? 2. What experience have you had? 3. What qualifications do you have for this job? 4. How can the employer reach you? Write an ad in this space Write another ad in this space Using the Want Ad Rate schedules in the paper, figure the cost of placing the ad for three days, for a week, etc.	Book - Teen-Agers Prepare for Work Book II, Esther O. Carson, page 49.

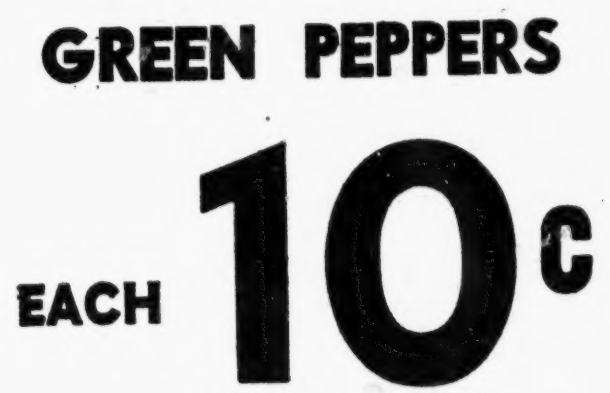
OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XXV To give further practice in writing a classified ad.	Discuss placing "For Sale" ad. Give the following directions: "Pretend you have a bike that you have outgrown and you want to sell it. Write an ad. Figure cost of ad. Determine what profit would be after selling your bike. Price you are asking for the bike. _____ Price of ad _____ The difference in the two items is your <u>profit.</u> My profit is _____	Daily newspapers.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XXVI To learn to use grocery ads to compare prices	See attached sheets for sample lessons Prepare lessons using grocery ads, emphasizing functional math skills, the concept of economy in volume buying, etc. See the following sample lessons:	Local Newspapers displaying grocery ads. Basic Numbers 300 1964. The purpose of this book is to help the student read and understand newspaper advertisements and to assist him in using numbers in newspapers ads to his advantage. Difficulty levels grade 1, 2, 3. Mott Adult Reading Center 965 E. 7th St., Flint, Michigan 48503

Lesson XXVI (sample lesson #1)

1. Why might the price be different for the peppers?
2. What would 3 peppers in ad A cost? _____
3. What would 3 peppers in ad B cost? _____

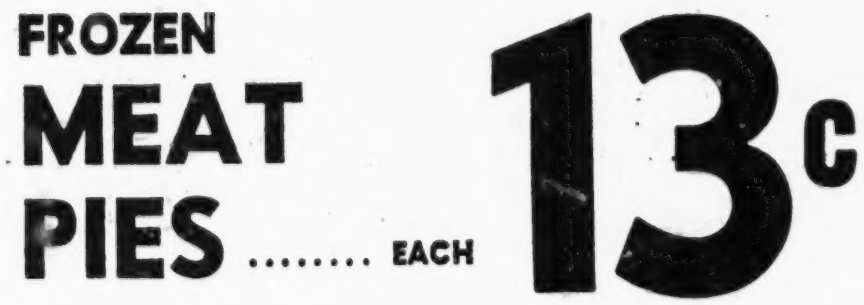
A



B

1. How much would 5 meat pies cost? _____
2. How much tax would there be on this purchase?

   _____
3. What would your change be from $1.00? _____



Lesson XXVI (sample lesson #2)

A

B

1. Which is the better buy A or B? _____

2. If you would buy 2 packages in B what would you pay? _____

3. How much do you save by using the ad in example A? _____

Lesson XXVI (sample lesson #2 cont.)

1. What does the c.s. and w.k. mean in ad A? _____

_____

2. Using ad B how much would one can of corn cost? _____

3. Using ad A how much would one can of corn cost? _____

4. Is the better buy the price offered in A or B? _____

HY-VEE C.S. OR W.K.
CORN ..... 5 303 CANS $1.00

HY-VEE SWEET
PEAS ..... 5 303 CANS $1.00

A

RAGGEDY ANN **SALE**

★ GREEN BEANS
★ CORN Whole Kernel or Cream Style
★ PEAS
★ RED KIDNEY BEANS

6 CANS $1.00

B

U.S.D.A. Grade 'A' Pearl Brand Young 6 to 8 Lb. Sizes

HEN TURKEYS ..... Each **$2.79**

U.S.D.A. Grade 'A' Pearl Brand

TURKEYS

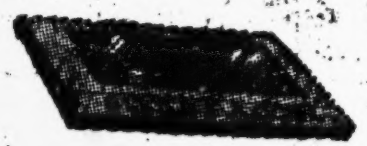
7 Lb. Average Each **$2·79**

1. How big are the turkeys that are advertised? _____
   (Is this saying the same thing in two different ways?)
2. How much do the turkeys cost per pound? _____
3. Is there any difference in the brand in the two ads? _____
4. Could some turkeys weigh more than 7 pounds? _____
5. Could some turkeys weigh less than 7 pounds? _____
6. Is it important to check the weight of each turkey that you buy? _____

Ruth Hawkhawk Hickory Smoked

SLICED BACON .. Reg. 89c Lb. Pkg. **69c**

A



HY-VEE SUGAR-CURED

BACON ..... LB. **79c**

B

1. How much do you save by buying the bacon in example A? _____

2. How much would 2 pounds of bacon cost in example A? _____

3. How much would 3 pounds of bacon cost in example B? _____

4. Why would you have reasons to buy the bacon in example B rather than the cheaper price in example A? _____ (discuss convenience of the store, may be doing weekly shopping there)

Lesson XXVI (sample lesson #4)

Using the full page grocery ad find the answers to these questions:

1. How much does one dozen donuts cost? _____

2. How much would 1½ dozen donuts cost? _____

3. How many cupcakes do you get for 39¢? _____

4. How much would one dozen cupcakes cost? _____

5. How much is just one cupcake? _____

6. If you buy one pound of ground beef and one package of buns, what will be the cost? _____

   How much tax? _____

7. Which is the least expensive cereal to buy this week? _____

8. What would you pay for 6 cans of pop? _____

9. How much are one dozen eggs? _____

10. Which is cheaper, cinnamon bread or white bread? _____

11. Your dog eats one can of dog food every day. You are going on vacation and the neighbor plans to feed your dog for you. If you plan to be gone one week how many cans of dog food should you buy? _____ How much will they all cost? _____

DISCO ★★★ FOODS

600 S. MAIN

LOW FOOD PRICES · NO COSTLY STAMPS · STORE WIDE LOW PRICES · NO AD GIMMICKS

WE WILL BE HAPPY TO CASH YOUR PAYROLL CHECK ★ OPEN 7 DAYS A WEEK ★ 8 A.M. TO 9 P.M. DAILY FRIDAY 8 A.M. TO 10 P.M. 9 A.M. TO 5 P.M. SUNDAYS ★ LOTS OF FREE PARKING

SEALTEST Cottage Cheese 24-LB. CARTON 39c

HORMEL SPAM 12-OZ. CAN 49c

FOLGERS COFFEE 2 Lb. CAN 99c

QUALITY INSTANT Potato Flakes 2½-LB. CAN 89c

3 DIAMOND MANDARIN ORANGES 11 Oz. Can 20c

DISCO QUALITY MEATS ARE TOPS!

FRESH LEAN GROUND BEEF Lb. 39c

VALU SELECTED ROUND STEAK ..... Lb. 75c

TENDERIZED STEAK ..... Lb. 85c

VALU SELECTED BONELESS ROLLED RUMP ROAST ..... LB. 89c

Oscar Mayer Fresh PORK LINK SAUSAGE 79c lb

Chunk Style Bologna 49c lb

VALU SELECTED CHUCK STEAK Lb. 49c

GOOD VALU SLICED BACON Lb. 69c

RATH SLICED LUNCHEON MEATS 4 Varieties 8 oz. Pkg. 39c

FINEST FRUITS and VEGETABLES AT DISCO

FRESH - CRISP CELERY LARGE SOLID STALK 19c Each

MILD YELLOW ONIONS 2 Lbs. 39c

CALIFORNIA SEEDLESS GRAPES .... Lb. 29c

GREEN CABBAGE ..... Lb. 10c

SUNKIST 88Size Valencia Oranges Doz. 79c

NO. 1 RED POTATOES 10-LB. BAG 59c

CHECK AND COMPARE

REG. 41c	POST RAISIN BRAN	14 Oz. Box	34¢
REG. 49c	KELLOG'S VARIETY PAK		41¢
REG. 50c	CAPTAIN CRUNCH		42¢
REG. 43c	POST 40% BRAN FLAKES	16 Oz. Box	36¢
REG. 9c	LITTLE REB DOG FOOD	Can	7¢
REG. 3.25	PURINA DRY DOG FOOD	25 Lb. Bag	2.84
REG. 2.29	MORTON'S WATER SOFTENER SALT PELLETS	100 Lb. Bag	1.98
REG. 39c	FLAV-O-RITE ORANGE SLICES	28 Oz. Bag	39¢

Bakery Specials

TO PERK UP YOUR OUTDOOR MEALS!

BAKED FRESH DAILY IN OUR OWN IN STORE BAKERY

FRESH BAKED CINNAMON BREAD .... Loaf 29c

Goes Great with Charcoal Hamburgers HAMBURGER BUNS ..... Pkg. of 6 19c

FRESH - TASTY CAKE DONUTS Doz. 49c

ICED CHOCOLATE CUP CAKES 6 for 39c

LOW, LOW PRICES

REG. 1.00	PABST BLUE RIBBON BEER	6pk 12 oz. Throw Away Bottles	89¢
REG. 29c	SUPER VALU SALTINE CRACKERS	1 Lb. Box	25¢
REG. 24c	FLAV-O-RITE WHITE BREAD .. 5	1 Lb. Loaves	1.00
REG. 13c	SHAMROCK-CRUSHED OR SLICED PINEAPPLE	8 Oz. Can	10¢
REG. 23c	GOOD VALU Oleo Margarine 5	1 Lb. Cartons	1.00
REG. 13c	FLAV-O-RITE FROZEN LEMONADE	6 Oz. Can	10¢
REG. 38c	Poly Bag Four & Store VEGETABLES 3	1½ Lb. Bags	1.00
REG. 37c	FLAV-O-RITE FROZEN ONION RINGS... 3	7 Oz. Pkgs.	1.00

FLAV-O-RITE COOKIES Reg. 29c Pkgs. 4 Pkgs. $1.00

GOOD VALU Peanut Butter Smooth as Silk 3 Lb. Jar 99c

SNOW DRIFT SHORTENING 3 Lb. Can 59c

GRADE A MEDIUM WHITE EGGS 3 Doz. 89c

SHASTA CANNED POP All Flavors 8 for 88c

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XXVII To read to find information in news stories.	Discuss that each news story tells six important things - who it is reporting about, what happened, how it happened, when it happened, where it happened, and why it happened. Select a news item of local interest. With a colored pencil, underline who the story is about. Do the same for what, where, when, why and how. To make this significant for the students, 6 different colored pencils could be used. To be systematic and uniform each color could be devoted specifically to a certain "w" word. For example: who red why orange where blue what brown when green how black Insert the key into the student's notebook for future reference.	Daily newspapers. Sets of colored pencils or outline markers for students to use. Film: More Than Words U-5757 University of Iowa

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XXVIII To make judgments regarding importance of news articles.	"Look at the front page of the paper. Select 4 news stories (or any number). Decide which one you think is the most important article. Number it 1. Put number 2 on the one you think is the second in importance, and so on." Compare results with class. Discuss why there are differences in importance (interest of student in topic, knowledge of topic to the student, area from which news comes, etc.)	Daily newspapers. Film: Now to Read a Newspaper U-3321 University of Iowa

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XXIX To learn skill of skimming.	To give the students practice in skimming the newspaper, suggest activities such as: "Choose the sports page of the paper. List the different kinds of sports reported. Tally report." (Discuss why more space is allotted for some sports than others. (seasonal, major vs. minor sports, important event - world series, bowl football games, Olympics, Kentucky Derby, etc.) "Would the time of year when you make these lists differ - why?" "Concentrate on front page of the paper. Decide on one topic. Try to find as many words as you can that tell about this topic and circle these words with colored pencil. Example - Airplane: transport plane, jets, airfield, airport, vapor trail, paratrooper, flight, heli-	Daily newspapers.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson XXIX (cont.)	copter, etc. Time: today, tomorrow, next year, in two weeks, until Thursday, an hour, etc." Other needs for skimming include: 1. information from weather report 2. looking for a job in the want ads 3. looking for a particular TV show or the time of a show. 4. finding a name in a news item 5. locating an answer to a specific question 6. noting prices in food ads 7. checking telephone numbers or addresses Other skimming activities might include: 1. looking for compound words, number words, etc. 2. words with "ing, ed, s" endings 3. days of the week 4. names of months 5. phrases that tell where 6. phrases that tell when Point out to the pupils that they do not	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson XXIX (cont.)	need to read every word. Quickly look over an article to find the specific thing that they're looking for.	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XXX To classify information according to different categories.	Discuss what are the school subjects we have and are most interested in: science, health, social studies, vocations, language art, physical education, math etc. Look for articles from the newspaper that would be in the category of these subjects. After each student presents an article and tells why it should be placed in a particular category have the group discuss his placement. Another further activity would be to find pictures from the newspaper. Clip photographs and classify according to the headings developed in the previous activity: Art, music, drama Beauty Community Projects Crime Deaths Industry Labor Oddities Politics Religion Science Society Sports Styles Weather	Film: Getting Yourself Across U-5784 University of Iowa

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL
Lesson XXX (cont.)	Make a bulletin board display emphasizing these interest areas: Jobs, Money, Animals, People, Cars, Sports, etc. Assign committees to work on captions; others to find articles in newspaper regarding these areas. Cut out. Be ready to justify placement in each area. Place only with the consent of group after class discussion.	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL
LESSON XXXI To become aware that there are different ways of saying the same thing.	Discuss that there are many different ways of saying the same thing and that the newspaper shows us many examples of this. Show examples of sports headlines that mean the team or individual won a sporting event. Point out the various words used that mean "win." Some students may use the dictionary to get leads for suggested words.	Daily Newspapers Film: Look it Up! (Dictionary Habits) U-3325 University of Iowa

Grayhounds Win District Crown

DUBUQUE TOPS WATERLOO, 1-0

Twins Coast By Senators

It's Dodgers On Pinch Hit In Ninth, 2-1

Legion Trims Mt. Pleasant

Phils Edge Cards, 4-3

Tigers Tip Bosox

Sisk Breezes Behind Pirate Rout Of Reds

Curley Captures Tipton Feature

NAB 9TH VICTORY

Burlington Swimmers Triumph

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
LESSON XXXII To read the newspaper for fun and information.	Discuss that reading the newspaper can give the students a wide variety of information, as well as providing an activity which is fun. Show examples such as: 1. Reading for information:	Daily newspapers. Film: What is Money? U-2373 University of Iowa Tape recorder and tape Score sheets

New Sales Tax Schedule Beginning October 1

DES MOINES—(IDPA)—The state tax commission today announced the new sales tax schedule of charges at the new three per cent rate which goes into effect on Oct. 1.

The new schedule:
0 to 14 cents — no tax.
15 to 45 cents — one cent tax.
46 to 80 cents — two cent tax.
81 to $1.14 — three cents tax.
$1.15 to $1.45 — four cents tax.

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS
Lesson XXXII (cont.)	How is this new tax schedule different from the old? How much tax do you pay for a 39¢ purchase? How much tax is on a $1.00 purchase? What is the smallest amount you can buy and have 1¢ tax? What is the smallest amount you can buy and have 2¢ tax? On how much does the 2¢ tax begin? The flashlight that costs $1.25 has how much tax? 2. Unusual items such as the following headlines: **Row, Row, Row Your Boat**	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS

Lesson XXXII (cont.)

WHAT'S GNU AT THE ZOO

'Howe, Dry, Iam.' Street Names in N.C.

Senate Lowers Boom On Dodd

Clocks Must Do More Than Just Tell Time

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL
Lesson XXXII (cont.)	Have students find examples to put in one section of their notebook. Label the source and date it. 3. Have each student select a well-known person from politics, sports, or entertainment. a. Collect as many news stories as possible about these people. b. Using stories collected as a reference, write a paragraph about this person. c. Do not reveal identity of the person, but give a code number to the written paragraph. d. Each person tape record his paragraph. e. At listening center have all students listen to these tapes. f. Record on score sheet identity of person written about. g. After sufficient time to give class an opportunity to record answers, evaluate score sheets.	

OBJECTIVES	ACTIVITIES	RESOURCE MATERIAL
LESSON XXXIII To become familiar with the wire services and a news syndicate.	What is a news agency? Talk about Associated Press and United Press-International. These are wire services which are a news gathering organization to whose sevices local newspapers subscribe. "To which wire service does the paper we use subscribe? How can you tell?" Have a copy of a strip of wire service as it comes out of the machine. Compare news story in paper to the wire service report. "Why might two different papers have identical write-ups of a news event?" # "What is a news syndicate? To which syndicate does our paper subscribe? What are some of the articles produced by this syndicate?"	Daily newspapers. Copy from a news service.

LESSON XXXIV

Culminating Activities

1. Plan a trip to the local newspaper plant.

   "What will we expect to see?

   How will we go?

   What's the kind of behavior we need to exhibit?"

2. Invite reporter or editor to visit the class.

   Find out what he does.

   Discuss details of his daily work.

3. Make our own newspaper

   What should it include?

   Plan format. Choose topics to write about.

   Select editor, copy reader, etc.

   Set a deadline.

4. Take the newspaper survey again.

   Compile results and compare to first survey.

   Draw conclusions.

5. What kinds of information do newspapers furnish? Class discussion could result in a listing similar to this:

   a. Current events - local, state, national
   b. who the world leaders are
   c. how leaders live
   d. weather reports
   e. health information
   f. new inventions and discoveries
   g. better ways of doing things
   h. latest styles and prices
   i. where to shop to get best prices
   j. etiquette and good manners
   k. where to look for a job
   l. how to be a good citizen
   m. what time is church
   n. ball scores and leading teams

6. Have student from the high school print shop visit class and give a demonstration.

7. Visit high school print shop.

GLOSSARY OF TERMS

1. Add - late news added to a story already written or printed.

2. Beat - permanent assignment of a reporter to a news source.

3. Better Business Bureau - a non-profit organization, supported by memberships of various businesses. Its purpose is to further and encourage honesty and reliability in advertising and selling and to discourage fraudulent and deceptive advertising and selling methods.

4. Breaks - when a newspaper receives its first news of what is happening.

5. Copy reader - a newspaper worker who corrects or edits copy written by reporters. He may also write the headline for it.

6. Cover - To get all the facts for a news report and write it up.

7. Cut - a piece of wood or metal that prints a picture; also the picture made from the cut.

8. Cutline - The explanatory matter below pictures.

9. Deadline - final moment when copy for an edition must be turned in.

10. Dummy - plan used in laying out material to be printed.

11. Feature - a distinctive or prominent article, story, or picture. Feature writing is usually more colorful than timely; a feature story may even depart from the standard summary - lead of news story. Occasionally timely news events may have a "feature angle".

12. File a story - a correspondent files a story by giving it to the telegraph operator to transmit to his office.

13. Form - metal frame in which type for one page is put together.

14. Galley - a flat tray with raised sides which holds a column of type set by the linotype.

15. Lead - the first few sentences or the first paragraph or two of a news story containing the summary or introduction to the story.

16. Main trunk - a telephone line between AP offices in various cities, over which messages may be sent directly, that is, without going through a central telephone office located in the city.

17. Make-up - arrangement of news, pictures, etc.

18. Masthead - the matter printed in every issue of a newspaper or journal stating the title, ownership, management, subscription and advertising rates.

19. Mat - cardboard bearing the impression of a page of type.

20. Morgue - newspaper library containing old newspaper clippings.

21. Newsprint - paper on which newspaper is printed.

22. Plate - curved metal impression of newspaper page used on printing press.

23. Publicity - advertising disguised as news or having some news value, generally prepared by the advertiser or an agency supported by him.

24. Rewrite man - a reporter who rewrites stories sent in by correspondents or local reporters, or who writes stories on information telephoned in by reporters.

25. Slug - the line of type made by a linotype machine.

26. Spot news - up-to-date, immediately reported news.

27. Telegraph editor - in charge of the editing of the telegraphed news usually furnished by press services - AP, UPI, INS.

28. Wirephoto - a trade name used by AP service for their system of transmitting photographs by wire.

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		Reading Level	Interest
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Flight to the South Pole	1965	2	"
Hunting Grizzly Bears	1963	3	"
Fire on the Mountain	1963	3	"
City Beneath the Sea	1964	4	"
The Search for Piranha	1964	4	"
Sacred Well of Sacrifice	1964	5	"
Viking Treasure	1965	6	"

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Benefic Press
1900 Narragansett Ave.,
Chicago, Ill. 60639

No grade level marked on the books. Indicates at end of each chapter the number of words in the entire story. Each book is introduced with Why? What? Where? with one or two sentences of the gist of the story. The book is divided into chapters. The end of each chapter contains a map, news story account of the story and a tall tale.

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Book II
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Interest Level - Grade 4-8

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Interest Level - 6 up

Tripp, Fern. I Want a Driver's License.
Fern Tripp
2035 East Sierra Way
Dinuba, California

Turner, Richard H.	Code #	
The Language You Speak	0558	$.81
The Newspapers You Read	0554	each
The Letters You Write	0556	
The Movies You See	0555	
The Phone Calls You Make	0553	
The Television You Watch	0552	

Turner-Livingston Communication Series
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Grade 7-12 (slow learner program)

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The Person You Are	0546	
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The Family You Belong To	0550	

Jr. H.S. (slow learner program)

Vocational Reading Series	Code #	
The Delso Sisters, Beauticians	0573	$1.23
The Millers and Willie B., Butcher, Baker, Chef	0572	each
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Marie Perrone, Practical Nurse	0570	

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Available From: Bureau of Audio-Visual Instruction
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Iowa City, Iowa 52240

Univ. Number	Name of Film	Interest Level	Color or B/W	Time	Rental Fee
U-860	Automotive Service	J-C	B/W	11 min.	$1.50
U-2108	Baking Industry	J-H	B/W	11 min.	1.50
U-3127	Better Use of Leisure Time	J-C	B/W	11 min.	1.50
U-2069	Brick and Stone Mason	J-C	B/W	11 min.	1.50
UK-4902	Burlington	P-J	B/W	28 min.	2.00
U-2114	Bus Driver	P-I	B/W	11 min.	1.50
U-779	Cattleman	I-H	B/W	11 min.	1.50
U-5066	Calendar: Story of Its Development	I-H	B/W	11 min.	1.50
U-5068	Communication in the Modern World	I-J	B/W	11 min.	1.50
U-5256	Communication: Story of Its Development	I-J	B/W	11 min.	1.50

U-771	Corn Farmer	I-C	B/W	11 min.	1.50
U-6113	Current Events: Understanding and Evaluating Them	J-H	B/W	11 min.	1.50
U-1064	Dairy Industry	J-H	B/W	11 min.	1.50
U-4042	Discovering the Library	P	B/W	11 min.	1.50
U-5618	Effective Listening	J-H	B/W	17 min.	3.00
U-1013	Electrician, The	J-H	B/W	11 min.	1.50
U-2349	Fire and Police Service	J-C	B/W	11 min.	1.50
U-3809	Getting a Job	H-Ad	B/W	16 min.	3.00
U-5784	Getting Yourself Across	H-Ad	B/W	21 min.	3.00
U-3321	How to Read Newspapers	J-H	B/W	11 min.	1.50
U-4636	Impressionable Years (library)	E-AD	B/W	30 min.	4.50
U-2329	It's All Yours (library)	J-H	B/W	11 min.	1.50
U-3345	It's Fun to Read Books	E-C	B/W	11 min.	1.50
U-3325	Look it Up! (Dictionary Habits)	J-H	B/W	11 min.	1.50
U-5482	Lost Hunter	H-Ad	B/W	22 min.	3.00
U-773	Machine Maker	I-C	B/W	11 min.	1.50
U-1062	Machinist and Toolmaker	J-H	B/W	11 min.	1.50
U-2324	Mailman, The	J-H	B/W	11 min.	1.50

U-4047	Making Change for a Dollar	P	B/W	11 min.	1.50
U-2268	Maps Are Fun (about a paper route)	I-J	Color	11 min.	2.75
U-2477	Making Books	P-J	B/W	11 min.	1.50
U-3878	Mightier than the Sword	H-C	B/W	20 min.	3.00
U-1658	Mint, The	I-C	B/W	11 min.	1.50
U-768	Modern Lithographer	I-C	B/W	11 min.	1.50
U-4707	Monkey Who Would be King, The	P	B/W	11 min.	1.50
U-5757	More than Words	E-Ad	Color	14 min.	2.75
U-3027	Newspaper Story	I-H	B/W	16 min.	3.00
U-4275	Newstime in First Grade Reading	teacher	Color	22 min.	3.00
U-2922	Nurse, The	P-C	B/W	11 min.	1.50
U-1010	Nursing	J-C	B/W	11 min.	1.50
U-2071	Painting and Decorating	J-C	B/W	11 min.	1.50
U-1043	Paper Making	I-C	B/W	22 min.	3.00
U-4053	Paper and Pulp Making	I-H	B/W	11 min.	1.50
U-2244	Photography	J-C	B/W	11 min.	1.50
U-2072	Plumbing	J-C	B/W	11 min.	1.50
U-2082	Poultry Raising	J-H	B/W	11 min.	1.50

U-3742	Poems are Fun	I	B/W	11 min.	1.50
U-2351	Printing (recording knowledge)	J-C	B/W	11 min.	1.50
UK-3946	Printing (art)	E-J	B/W	30 min.	2.50
U-3194	Printing Through the Ages	J-C	B/W	17 min.	3.00
I-4375	Republican Times (Marshalltown, Iowa Newspaper)	J-C	B/W	22 min.	2.75
U-2109	Restaurant Operator	J-H	B/W	11 min.	1.50
U-1063	Sheet Metal Worker	J-H	B/W	11 min.	1.50
U-3952	Small Town Editor	H-C	B/W	22 min.	3.00
I-5642	This Is Iowa (Northeast)	J-Ad	Color	17 min.	.75
I-5641	This Is Iowa (Northwest and Central)	J-Ad	Color	17 min.	.75
I-533	Trees to Tribunes	I-C	B/W	35 min.	.75
U-1065	Welding Operator	J-H	B/W	11 min.	1.50
U-4363	Wheat Farmer, The	E-H	B/W	11 min.	1.50
U-520	Wheat Farmer	I-H	B/W	11 min.	1.50
U-2373	What is Money?	J-H	B/W	11 min.	1.50
U-894	Woodworker, The	J-H	B/W	11 min.	1.50
U-5911	Writing a Report	I	B/W	11 min.	1.50

Available From: Almanac Films, Inc.
516 5th Avenue
New York, New York

City Desk Item

Available From: Encyclopedia Britannica Films, Inc.
1150 Wilmette Avenue
Wilmette, Illinois

Newspaper Story

Printing Through the Ages

Writing Through the Ages

Available From: Coronet Films
Coronet Building
Chicago, Illinois

Punctuation - Mark Your Meaning

Available From: Popular Science from McGraw-Hill
Text-Film Dept.
330 W. 42nd
New York, New York

All Aboard the Punctuation Express (filmstrip)
Color

Available From: Young America Films, Inc.
McGraw-Hill Text-Film Dept.
330 W. 42nd St.
New York, New York

Mass Communication Series (filmstrip)

Punctuation Series (filmstrip)
Color

Available From: Eye Gate House, Inc.
14601 Archer Avenue
Jamaica, New York

Story of Communication (filmstrip)
Color

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ **Lesson Title:** _____

_____

Check:

Content: Very appropriate __ Somewhat appropriate __ Not appropriate __

Suggestions for teacher: Very helpful _____ Somewhat helpful _____ Not helpful ____

Resources: Very helpful _____ Somewhat helpful _____ Not helpful ____

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ Lesson Title: _____

_____

Check:

Content: Very appropriate __ Somewhat appropriate __ Not appropriate __

Suggestions
for teacher: Very helpful _____ Somewhat helpful _____ Not helpful ____

Resources: Very helpful _____ Somewhat helpful _____ Not helpful ____

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ Lesson Title: _____

_____

Check:

Content: Very appropriate __ Somewhat appropriate __ Not appropriate __

Suggestions
for teacher: Very helpful _____ Somewhat helpful _____ Not helpful ____

Resources: Very helpful _____ Somewhat helpful _____ Not helpful ____

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ Lesson Title: _____

_____

Check:

Content: Very appropriate __ Somewhat appropriate __ Not appropriate __

Suggestions
for teacher: Very helpful _____ Somewhat helpful _____ Not helpful ____

Resources: Very helpful _____ Somewhat helpful _____ Not helpful ____

Evaluative Statement:

Suggestions for Revision:

Teacher Evaluation

Identify lesson and specify activity.

Lesson No.: _____ Lesson Title: _____

_____

Check:

Content: Very appropriate __ Somewhat appropriate __ Not appropriate __

Suggestions
for teacher: Very helpful _____ Somewhat helpful _____ Not helpful ____

Resources: Very helpful _____ Somewhat helpful _____ Not helpful ____

Evaluative Statement:

Suggestions for Revision: